



Research article

The Impact of Feedback on Vocabulary Improvement in Speaking Skills among Afghan EFL Learners

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ABSTRACT



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Improving one's vocabulary skill is really important for advancing English language proficiency. Hence, this study was conducted by two lecturers from the English Department of the Education Faculty at Balkh University. Its intention is to determine how providing feedback helps Afghan EFL learners improve their vocabulary in speaking. To gather reliable data, we conducted an online survey by distributing an online questionnaire to our seventh-semester female students. These students were enrolled in the English Department of the Education Faculty at Balkh University. We sent the questionnaire to 20 students, which was designed using a four-point Likert Scale with options ranging from strongly agree to strongly disagree, consisting of 13 items. The questionnaire was crafted to gauge students' perceptions of the feedback they receive and how it contributes to their vocabulary improvement in speaking. After collecting the data, we analysed it using basic descriptive statistics. The results indicate that students prefer receiving feedback from their teachers and are keen to identify their mistakes and enhance their vocabulary. While some students expressed interest in receiving feedback during speaking activities, others were opposed to it, as they believed that receiving feedback during speaking could be detrimental and lead to hesitation.

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1. Introduction

Teachers have many responsibilities in the class, one important job of a teacher is to give feedback for students and aware them of their mistakes and improvements. Feedback is a kind of information that students receive about their language learning and mostly feedback is used to refer to students speaking and writing skill. When students learn a new language, they learn new rules by which they distinguish different parts of language and one way they understand between wrong and right idea is receiving feedback (Daniels, 1985, p. 20). Feedback is an important part of formative assessment, and it can help the teacher to know how students are doing relate to classroom goals. Teachers should master giving feedback. Feedback can be very powerful if done well. Giving good feedback informs students about their performance, and they can understand where they are in progress and where they need to be.

Students need feedback in all kinds of subjects and skills. When they speak, they want to know about the vocabulary that they use. Sometimes they forget the words that they want to use while speaking. In such kind of situation, feedback helps them improve their vocabulary in speaking. One way to receive correctness in target language is through feedback that the teacher gives for students (Ellis, 2009, p. 6). It is important for second language learners to have a large amount of vocabulary

in their mind in order to understand what is said in different kind of situation. It is also important for them to express knowledge and words through the vocabulary that they have (Enstrom, 2004, p. 171).

According to Ur (2002), to strength students' vocabulary learning process, it is important to provide them feedback because it improves correctness in students' writing and speaking. Chandler (2003) also mentioned that in order to achieve accuracy in use of language, teachers should provide students with necessary feedback since feedback reduce students' errors in different kind of assignment. In some cases direct feedback is the only realistic possibility (Ferris, 2002). For example, there are some occasions when the teacher wants to correct an error because it interferes with speaking, unlikely the teacher the students continue with that. It is better to give feedback even if the students are speaking.

All in all, feedback is an effective way for students to improve their vocabulary in speaking and as well as writing. The main aim of this paper is to improve students' vocabulary learning in speaking through giving them correct feedback. It is important to know how teachers give correct feedback for students in the class in order to help them improve their vocabulary in speaking. Teachers in Afghanistan give feedback for students in English class and help them improve their speaking by using correct vocabulary. This paper examines students' perspective toward the use of feedback for better

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improvement in the class. In order to investigate, these questions are asked:

Research Questions

1. How do students perceive the effectiveness of feedback used by the teacher improve their English vocabulary in speaking?
2. What feedback method is used by the teachers regarding vocabulary errors in students' speaking skill?
3. What feedback method do students prefer when it comes to vocabulary error in speaking?

Research Objectives

Based on the problem mentioned above, the research objectives are as follow:

1. To find out students' interest on receiving feedback regarding their vocabulary mistake in speaking.
2. To find out the improvement students have after they receive correct feedback.

Research Hypothesis

Based on research problem and research objective, there are some hypotheses

1. Is it possible for students to solve their problem in speaking after they receive feedback based on their vocabulary?
2. How taking direct feedback improve students' vocabulary in speaking?

2. Literature Review

Different kind of research has been done about feedback and there are different ideas and perspective about feedback on vocabulary error of students. In order to see what words students have learned, it is good idea to measure their ability by giving them a test or ask them to write an essay (Brown & Abeywickrama 2010). One essential part of assessment is giving correct feedback for students and both according to Ur (2012) and Chandler (2003), getting feedback is integral part of learning process and it help students in second language learning. One important job of a teacher is of give correct feedback regarding their weakness and strength.

The main purpose of feedback is to fill the gaps between what the students understand, the level where the students are at the moment and the level students want to reach (Sadler, 2010, p.1). Chandler (2003) mentioned that errors are a natural part of learning process in a language and giving correct feedback should guide the learners regarding correct use of vocabulary in target language. The feedback teachers provide for students are direct and indirect. When the teacher gives feedback for students and asks them to correct the form is direct feedback. Direct feedback has many forms such as crossing out unnecessary words, phrase or morpheme. Moreover, Tunstall and Gipps (1996), divided feedback into two kinds: Descriptive and evaluation. Positive evaluation includes rewards and negative evaluation includes punishments. Descriptive feedback is also called achievement feedback. It describes what students have done or achieve.

Butler and Winn's (1995) research review showed that both external feedback (such as teacher feedback) and internal feedback (such as self-evaluation) affect students' knowledge and beliefs. These two kinds of research affect students to have self-regulation. Whenever the teachers give feedback for students, it does not mean that they want the students to learn something. The teacher feedback is an input that together with

students' own internal input, will help the students decide where they are in regard to the learning goals they need or want to meet and what they will tackle next. Sometimes a feedback can work as a self-assessment as Sadler and Good (2006) mentioned that self-assessment improves students interest in feedback because it's theirs. It helps them answers their own questions and help them develop a self-regulation skill.

Kluger and DeNisi (1996) did a meta-analysis (a quantitative summary of results) of studies of feedback. Their overall finding was that the average effect of feedback intervention on performance was 41. This means across all studies, groups receiving feedback on average outperformed their respective control groups by 41 deviations, the equivalent of moving from the 50th to the 66th percentile on standardize test. However, more than 38 percent of the effect sizes from the various studies that went into these 41 averages were negative—that is, showed that control groups outperformed feedback.

Hattie and Timperely (2007) reviewed these and other works to synthesize a model of feedback that focuses on its meaning. Their review used the lens of formative assessment questions (Where am I going? How am I going? Where to the next?) which they call feedback questions. Thus, they recognize the importance of feedback in formative assessment. Feedback can be information that drives the process, or it can be stumbling block that derails the process.

3. METHODS

This research employed a quantitative survey methodology to study students' perception on how giving feedback improve their vocabulary in speaking skill. An online questionnaire was used to collect the data for this research. The questionnaire was designed to measure students' ideas towards the feedback they receive and how does it improve their vocabulary while speaking. The questionnaire was sent online for seventh semester of education faculty. The main participants were female students. Students were asked to give their response based on their experience and knowledge. After they have filled out the questionnaire, they sent it back to us. After we collected the data, we analysed it in basic descriptive statistic. Based on their answers, I continued my manuscript writing.

3.1 PARTICIPANTS

The participants for this research were chosen the senior students of English Department, Education Faculty. The data was collected online. The data was collected from 20 students who had internet connection.

3.2 Data Collection

This study applied an online questionnaire to collect the data. The questionnaire was designed by three of us. The questionnaire was designed to find the information about students' perception toward the feedback they receive and how it improves their vocabulary in speaking. The questionnaire was designed in four parts in online survey, with Likert Scale including (1) Students demographic information, (2) how taking feedback improve students' vocabulary in speaking skill, (3) giving feedback while students speak and (4), giving feedback when students finish their speaking. See Appendix A on page 59.

In part one, students were asked to give background information, about their language level, level of education and whether they prefer feedback or not from their lecturers. In part two of questionnaire, students were asked to give their ideas

about how taking feedback improve their vocabulary in speaking skill. In part three of questionnaire, we asked students perception on whether they prefer feedback while speaking or not. In part four of questionnaire, we asked them about taking feedback when they finish their speaking.

3.3 Data Analysis

In this research, we used online survey to collect the data for our research article. We found our female students contact number and contact them to give us answer for online survey questions. The statements of data had four scales ranging which included: 1- strongly agree, 2- agree, 3- strongly disagree, and 4- disagree. The data was analysed by giving percentage and the results are shown in a table. Simple statistical analysis was used to interpret the data.

4. Finding and Discussion

In this paper, we asked students about their ideas based on how giving feedback improve their vocabulary in speaking. The result that we found is analysed in this section. Based on online research that we did; the finding shows that most participants prefer taking feedback from their teachers and they are interested to know their mistakes and improve their vocabulary. Some students also exposed their interest in feedback that they receive during speaking and some did not agree to receive such kind of feedback since they thought taking feedback during speaking can be disparaging and it can cause unwillingness. Overall, most of students are willing to receive feedback for better improvements and progress.

The result of the data is analysed based on three parts of questionnaire; how giving feedback improve students vocabulary in speaking, preference of students on receiving direct feedback, and preference of students on receiving indirect feedback.

Table 1. How Giving Feedback Improve Students Vocabulary in Speaking

No	How giving feedback improve students' vocabulary in speaking	Strongly Agree	Agree	Strongly Disagree	Disagree
		p	P	p	p
1	I prefer feedback when I use an incorrect word in my speaking	45%	50%	0	5%
2	I feel that when I forget correct word in my speech, the teacher should give me feedback to remind me of the correct word	45%	30%	20%	5%
3	Giving feedback help me distinguish between formal and informal word in my speech	70%	23	7%	0
4	Feedback provides a motivation for me continue my speech and not to stop.	65%	15%	4%	16%
5	Receiving a correct feedback help not only to understand the word, but also the correct pronunciation of word	87%	12%	0	1%

After we have analysed the data in the table, we have found some different kind of percentage on above table. This section's data is analysed based on students' perception on how giving feedback improve students' vocabulary in speaking. Finding of this section in questionnaire suggest that 45% of students prefer feedback when they use incorrect word in their speaking, and 50% only agreed to this statement. 0% strongly disagreed and 5% disagreeing to this statement in questionnaire. Also, the analysis of the data on the table indicates that 45% strongly agreed and 30% agreed to the statement that when they forget words during speaking, the teachers should remind them the correct word. 20% strongly disagree and 5% disagreed to the mentioned statement. Furthermore, the analyses of the data on above table shows that 70% students strongly agreed to the statement mentioned about use of feedback for distinguishing formal and informal words when they speak. 23% agreed to mention statement and 7% strongly disagreed to this statement. 65% agreed and 15% agreed to the statement that feedback provide them motivation to continue their speech. 16% strongly disagreed and 4% disagreed to mentioned statement. The last part of first section also focused on receiving correct feedback help students not only on understanding of the words but also understanding of word pronunciation. 87% of students strongly agreed to the mentioned statement, 12 agreed and 1% disagreed. The overall result from above table shows that most students prefer feedback when they speak in order to correct their mistakes.

Table 2. Giving feedback on students' vocabulary while they are speaking.

No	Giving feedback on students' vocabulary while they are speaking	Strongly agree	Agree	Strongly Disagree	Disagree
		P	P	P	P
1	When I speak and the teacher give feedback on my vocabulary, I feel motivated	65%	30%	0	5%
2	I never forget the feedback I receive while speaking	70%	17%	3%	10%
3	I do not repeat the same mistake after I receive feedback on it	85%	15%	0	0
4	I do not prefer feedback during my speaking since it makes me forget my rest of speech	25%	15%	15%	55%
5	Taking feedback during my speech can cause hesitation	12%	40%	15%	33%

After we have analysed the data in the table, we have found some different kind of percentage on above table. This section's data is analysed based on students' perception on how giving feedback improve students' vocabulary during speaking. The result shows that 65% of students strongly agreed on taking feedback when they speak and they think it motivates them. 30% agreed on this point and 5% disagreed. "I never forget the

feedback I receive while speaking” 70% students strongly agreed about this statement and 17% only agreed about it. Beside the preference that students had about taking feedback, some of the respondent disagreed about taking feedback; because they think it make them forget the rest of their speech and 12% strongly agreed that taking feedback can case hesitation for them. In general, students like to take feedback when they do mistake or use wrong word their speaking because it makes them remember the word forever.

Table 3. Giving feedback on students’ vocabulary when they finish their speech.

No	Giving feedback on students’ vocabulary when they finish their speech	Strongly agree	Agree	Strongly disagree	Disagree
		p	p	p	p
1	I cannot remember my mistake once I finish my speech, so feedback cannot be that much effective.	30%	26%	12%	32%
2	After I finish my speech, I can eagerly listen to my mistake that I did, so feedback could be effective.	80%	20%	0	0
3	The exact time for taking feedback is at the end of speech because we can carefully listen to what the teacher says.	55%	15%	30%	0

After we have analysed the data in the table, we have found some different kind of percentage on above table. This section’s data is analysed based on students’ perception on receiving feedback when they finish their speech. 30% students strongly agreed and 26% agreed on not remembering their mistake once they finish their speech and they think feedback cannot be effective in such kind of situation. 12% strongly disagreed and 32% disagreed about the mentioned statement. 80% strongly agreed and 20% agreed on receiving feedback at the end of their speech and they think it can be helpful at that time. 55% of students strongly agreed that the exact time for taking feedback is at the end of speech because they think that they can listen to it carefully. It is mentionable that most of the respondent agreed on receiving the feedback at the end of their speech about the vocabulary that they use.

Overall, the findings from this study agree with the finding that was done by Ferris and Robert (2001). The finding suggests that students who receive feedback on their mistakes are more successful than those who do not. Ferris and Robert (2001) mentioned that giving feedback even can help students to self-edit. Once they understand their mistake by receiving corrective feedback, they can edit that for the next time. The result of this study also matches the result of the study that was done by Chandler (2003). The result of this study and Chandlers study (2003) shows that feedback on errors are necessary because students can have fluency on their speech. And they improve their proficiency.

5. Conclusion

In conclusion, this study shows that giving feedback improve students’ vocabulary on speaking. When students

receive feedback on words that they use, they can correct their mistake and avoid that mistake for the next time they use the same word. Furthermore, the result of this study shows that students prefer feedback about the words that they use during their speaking and they are eager to know what word to use in what kind of situation. Most students agreed taking feedback during their speech because they think it can help them remember the word forever. On the other hand, the result of this study shows that for better correctness, students need feedback about the vocabulary that they use. When students receive feedback, they understand their mistakes and improve their vocabulary through self-edit. All in all, this study shows that students need feedback in all process of their learning especially about their vocabulary that they use in their speech.

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Appendix A

Part One

<p>1. Gender Male Female</p> <p>2. Years of Education First years Second year Third year Fourth year</p>	<p>3. Do you prefer to receive feedback from your teacher? Yes No</p> <p>4. Do you prefer feedback on vocabulary that you use in speaking? Yes, why? NO, why?</p> <p>5. When is the appropriate time for you to receive feedback? Please provide your answer.</p>
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Part Two

Table 1. How Giving Feedback Improve Students Vocabulary in Speaking

No	How giving feedback improve students' vocabulary in speaking	Strongly Agree	Agree	Strongly Disagree	Disagree
		p	p	p	p
1	I prefer feedback when I use an incorrect word in my speaking.				
2	I feel that when I forget correct word in my speech, the teacher should give me feedback to remind me of the correct word.				
3	Giving feedback help me distinguish between formal and informal word in my speech.				
4	Feedback provides a motivation for me continue my speech and not to stop.				
5	Receiving a correct feedback help not only to understand the word, but also the correct pronunciation of word.				

Part three

Table 2. Giving feedback on students' vocabulary while they are speaking.

No	Giving feedback on students' vocabulary while they are speaking	Strongly agree	Agree	Strongly Disagree	Disagree
		p	p	p	p
1	When I speak and the teacher give feedback on my vocabulary, I feel motivated				
2	I never forget the feedback I receive while speaking				
3	I do not repeat the same mistake after I receive feedback on it				
4	I do not prefer feedback during my speaking since it makes me forget my rest of speech				
5	Taking feedback during my speech can cause hesitation				

Part four

Table 3. Giving feedback on students' vocabulary when they finish their speech.

No	Giving feedback on students' vocabulary when they finish their speech	Strongly agree	Agree	Strongly disagree	Disagree
		p	p	p	p
1	I cannot remember my mistake once I finish my speech, so feedback cannot be that much effective				
2	After I finish my speech, I can eagerly listen to my mistake that I did, so feedback could be effective				
3	The exact time for taking feedback is at the end of speech because we can carefully listen to what the teacher says				